ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in HEALTH SCIENCE PROFESSIONS

HSP 3310
Healthcare Administration History, Culture and Language
Fall 2019
Linda C. Ross
COURSE NUMBER
HSP 3310

COURSE TITLE
Healthcare Administration History, Culture and Language

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard for 8 weeks

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

FACULTY
Linda C. Ross
Office: Online
Phone: (325) 942-2754
Fax: (325) 942-2774
Email: linda.ross@angelo.edu

OFFICE HOURS
Online or by appointment

COURSE DESCRIPTION
This course is an introduction to the historical and cultural development of modern healthcare administration in contemporary American Society and compares it with other countries. Special attention is given to the fundamental of health services delivery including critiques and use of professional behavior and language.

PROGRAM MISSION & GOALS
Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence
based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the nature of the U.S. Healthcare System</td>
<td>Discussion Board Assignments, Quizzes, Mid-term and Final Exams</td>
</tr>
<tr>
<td>2. Identify the different health services professionals, required training and roles</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exams</td>
</tr>
<tr>
<td>3. Determine the impact that technology plays in healthcare</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exams</td>
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<tr>
<td>4. Evaluate the role of health care financing</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exams</td>
</tr>
<tr>
<td>5. Describe the roles of the different types of healthcare facilities/services</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exams</td>
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<tr>
<td>6. Evaluate the role of managed care</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exam</td>
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<tr>
<td>7. Evaluate the future of Health Delivery Services</td>
<td>Discussion Board Assignments, Quizzes, Mid-term &amp; Final Exams</td>
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</tbody>
</table>

REQUIRED TEXTS AND MATERIALS
  ISBN 9781284124491

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).
- Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education/](http://www.angelo.edu/distance_education/)
TECHNICAL ASSISTANCE

- **Technical Assistance:** If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

TOPIC OUTLINE

**Part I – System Foundations**
- Beliefs, Values & Health
- The Evolution of Health Services in the United States

**Part II – System Resources**
- Health Services Professionals
- Medical Technology
- Health Services Financing

**Part III – System Processes**
- Outpatient and Primary Care Services
- Inpatient Facilities and Services
- Managed Care and Integrated Organizations
- Long Term Care
- Health Services for Special Populations

**Part IV – System Outcomes**
- Cost, Access, and Quality
- Health Policy

**Part V – System Outlook**
- The Future of Health Services Delivery

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90-100%
- B = 89-80%
- C = 79-70%
- D = 69-65%
- F = 64-0% *(Grades are not rounded up under ANY circumstances)*

EVALUATION AND GRADES

Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PERCENT OF TOTAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>(20%)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>(8 Quizzes) (20%)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>(10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(20%)</td>
</tr>
<tr>
<td>Healthcare Professions Comparison</td>
<td>(10%)</td>
</tr>
<tr>
<td>Current Issues in Healthcare Assign.</td>
<td>(20%)</td>
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</tbody>
</table>
TEACHING STRATEGIES

- This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Discussion Board Activities: (20%) There will be four discussion board assignments, one for weeks 2, 3, 4 & 6. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

Weekly Quizzes: (20%) Students will have eight quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, and True/False.

Midterm and Final Exams: (10% & 20%) The Midterm and Final Exams account for 10% and 20% respectively for 100% of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

NOTE: Access to quizzes and exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.
Healthcare Professions Comparison: (10%) The objective of this written assignment is to help students analyze their chosen profession and evaluate their professional long and short-term goals. The assignment should allow the students to critically compare their chosen profession against other healthcare professions.

Current Issues in Healthcare Assignment: (20%): The objective of the written assignment is to help students evaluate current events in healthcare. Healthcare is a rapidly changing environment and it is important for those working in healthcare administration to understand how to analyze articles for accuracy and validity.

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)

STUDENT RESPONSIBILITY & ATTENDANCE
ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at linda.ross@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without PRIOR approval of faculty without exception. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Health Science Professions adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your
paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gaining factual knowledge (terminology, classifications, methods, trends). Important
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
5. Learning to analyze and critically evaluate ideas, arguments, and points of view. **Important**

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**TITLE IX at ANGELO STATE UNIVERSITY**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit Title IX Office Website

**End of syllabus.**
Discussion Board Rubric

Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

Initial Response to Question Prompt: Discussion Board responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. You are expected to cite and reference your sources of information in **APA format**; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson.

Responses/Feedback to ONE Peer: Comments are constructive to classmates' postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Not Addressed</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency Weight (5 points)</strong></td>
<td>0 points Does not participate.</td>
<td>1 point Answers the initial Discussion Board Question by assigned date</td>
<td>3 points</td>
<td>4 points</td>
<td>5 points Completes the initial discussion board question and responds to one post</td>
</tr>
<tr>
<td><strong>Primary Assignment Posting Weight (5 points)</strong></td>
<td>0 points Posts no assignment.</td>
<td>1 point Post lacks original content contribution to the discussion.</td>
<td>3 points Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.</td>
<td>4 points Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>5 points Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td><strong>Follow-Up Posting Weight (5 points)</strong></td>
<td>0 points Posts no follow-up responses to others.</td>
<td>1 point Repeats others comments/contributions.</td>
<td>3 points Posts shallow contribution or discussions (e.g., agrees or disagrees); does not enrich the discussion.</td>
<td>4 points Elaborates on an existing posting with further comment or observations.</td>
<td>5 points Demonstrates analysis of others; posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution Weight (5 points)</strong></td>
<td>0 points Does not post any original content.</td>
<td>1 point Post information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>3 points Repeats but does not add substantive information to the discussion.</td>
<td>4 points Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>5 points Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td><strong>References and Support Weight (5 points)</strong></td>
<td>0 points Includes no references.</td>
<td>1 point Does not cite references or supporting experience.</td>
<td>3 points Uses personal experience, but no references to readings or research. Relies heavily on internet resources.</td>
<td>4 points Incorporates some references from literature and personal experience using both internet and library resources.</td>
<td>5 points Uses references to literature, readings, or personal experience to support comments. Uses authoritative resources.</td>
</tr>
</tbody>
</table>